




	<h2>Unit and Lesson Planning</h2>
	<ul style="list-style-type: none"> ■ The effective teacher is a <u>conscious decision maker</u>. <ul style="list-style-type: none"> – gives careful thought to what occurs in his/her classroom. – knows reasons for doing certain activities. – utilizes a variety of ways of teaching children. 

	<h2>Three Stage Model of Teaching</h2>
	<ul style="list-style-type: none"> ■ Planning <ul style="list-style-type: none"> – Unit – Goals Objectives – Rationale Implementing <ul style="list-style-type: none"> – Content – Procedures – Materials ■ Evaluation <ul style="list-style-type: none"> – Evaluation 

	<h2>Stage One: Planning</h2>
	<ul style="list-style-type: none"> ■ Unit Component: <ul style="list-style-type: none"> – Constantly be aware of the relationship of the individual lesson plans to the larger content of the unit. – Identify the unit at the top of the lesson plan. – The title of the individual lesson is a subcategory of the unit title. 

	What is a unit?
	<ul style="list-style-type: none"> ■ A unit is a unified theme around which a sequence of lesson plans is centered. ■ A unit can last anywhere from a few days to several weeks. ■ At the secondary/postsecondary level, a unit tends to be a unit or a chapter in a textbook. ■ At the elementary level, a unit tends to be a particular theme. For example, "bears."



	A unit versus an individual lesson
	<ul style="list-style-type: none"> ■ A unit theme might be "The Solar System."




- An individual lesson might be on the earth. The lesson title is a subcategory of the unit title.




	Lesson Planning
	<ul style="list-style-type: none"> ■ A lesson plan is a lesson for a single class period. ■ It is a plan for a meaningful session of instruction (20-90 minutes).





	Sunshine State Standards
	<ul style="list-style-type: none"> ■ The Sunshine State Standards are state mandates that specify what should be taught at which grade level for each content area in grades K-12. ■ The Sunshine State Standards can be accessed at: <ul style="list-style-type: none"> – http://www.floridastandards.org ■ It is advisable to address as many of them per lesson as possible. 

	Sunshine State Standards
	<ul style="list-style-type: none"> ■ As you plan your lesson and determine the objectives of your lesson, you will need to find standards that most closely resemble the objectives of your lesson. ■ You probably won't find a perfect match, but you should find something that comes close. ■ For the purposes of this class, include at least TWO Sunshine State Standards in your Microteach I lesson plan. <ul style="list-style-type: none"> – Include the entire benchmark – alphanumeric code and description: VA.68.F.1.4: Use technology skills to create an imaginative and unique work of art.

	Sunshine State Standards Examples of Benchmarks
	<ul style="list-style-type: none"> ■ SC.912.P.10.16: Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies. ■ LA.1112.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style. ■ MA.912.G.1.1: Find the lengths and midpoints of line segments in two-dimensional coordinate systems.

	Sunshine State Standards
	<ul style="list-style-type: none"> ■ If you bring in material from another content area, you can include a benchmark from another content area. When you bring in other content areas into your lesson, you are engaging in interdisciplinary planning. <ul style="list-style-type: none"> - For example, if you teach your students a rap song to remember a mathematical concept, you are bringing music into your lesson. 

	Stage One: Planning
	<ul style="list-style-type: none"> ■ Rationale Component: <ul style="list-style-type: none"> - States the purpose for teaching your lesson. - Answers the question, "WHY are you teaching this lesson?" - If you cannot determine a rationale, perhaps the lesson should not be taught. - Your lesson should be relevant to your students. 

	Stage One: Planning
	<ul style="list-style-type: none"> ■ Goals Objective Component: <ul style="list-style-type: none"> - It is difficult for the beginning teacher to know how many to include. - Better to have too many than too few. ■ Goals Objective Format: <ul style="list-style-type: none"> - Goal statement - Evaluation statement 


	Stage Two: Implementing
	<ul style="list-style-type: none"> ■ Content Component <ul style="list-style-type: none"> - What material do you intend to teach? - Should answer the question, "WHAT are you teaching?" - Use a lecture outline for a direct teach. - You can use a checklist of the material to be taught arranged in the order in which you will teach it. - The content component should NOT be an abbreviated version of the procedures section.





	Stage Two: Procedures
	<ul style="list-style-type: none"> ■ In the procedures section, you state how you intend to teach the content. ■ This section answers the question, "HOW are you teaching the lesson?" ■ This is typically the longest section of the lesson plan. ■ This section should be written in enough detail and with sufficient clarity that a substitute teacher could easily follow the directions. ■ You are basically writing directions or instructions to yourself concerning how to present the lesson.


	Procedures: Anticipatory Set
	<ul style="list-style-type: none"> ■ The anticipatory set is anything the teacher says and/or does at the beginning of the lesson to capture the interest of the students. ■ The set is related to the <u>students'</u> interests (which aren't necessarily yours) and the content of the lesson.





	<h3>Procedures: Presentation/ Providing Input and Modeling</h3>
	<ul style="list-style-type: none"> ■ Presentation/Providing Input: Teaching the actual concept/content of the lesson. ■ Modeling: Modeling is explaining and/or demonstrating to students how to do something. It also involves giving examples of what you expect the students to do, to produce, etc. ■ Teachers should constantly engage in modeling. ■ YOU, not the students, do the modeling. 


	<h3>Procedures: Check Understanding</h3>
	<ul style="list-style-type: none"> ■ This involves finding out if the students are understanding the material. ■ This can be done many times throughout the lesson. ■ You can check for understanding by asking the students questions, having them summarize the materials, doing cognitive processing strategies, having them do activities in which they are applying the concept, etc. 

	<h3>Procedures: Guided Practice</h3>
	<ul style="list-style-type: none"> ■ Guided Practice is when the students are completing activities with the assistance and/or guidance of the teacher and/or peers. ■ Students are typically in pairs or groups when engaging in guided practice. 

	Procedures: Guided Practice
	<ul style="list-style-type: none"> ■ Students are usually working in pairs or in groups. ■ They are working together with or without the teacher's assistance. ■ Or the teacher can be guiding the entire class along in the completion of some exercise/activity. ■ The students are NOT working alone at this point. 

	Procedures: Independent Practice
	<ul style="list-style-type: none"> ■ Independent practice is any activity/assignment that gives the student the opportunity to demonstrate that he/she can perform the desired behavior by himself/herself. ■ Independent practice can be an in-class activity or a homework assignment. 

	Closure
	<ul style="list-style-type: none"> ■ Closure is how you end the lesson. ■ It is helpful to end your lesson with a review of the content taught within the lesson. ■ Examples of closure activities: <ul style="list-style-type: none"> - Q & A session - Game - Any activity that serves to review the material taught. 

	<h2 style="text-align: center;">Materials</h2>
	<ul style="list-style-type: none"> ■ Indicate everything you need to teach the lesson: <ul style="list-style-type: none"> - Digital camera - DVD - Printed materials - Computers - Slides - Textbook - Community resources - Television - Transparencies, etc..... <div style="text-align: center;">  </div>

	<h2 style="text-align: center;">Resources/References</h2>
	<ul style="list-style-type: none"> ■ Sources you used in the <u>preparation</u> of your lesson: <ul style="list-style-type: none"> - Books, reference books, etc. - Internet sites <p style="text-align: center;">An example of such a site might be:</p> <p style="text-align: center;">Cool lesson plans for teachers at www.lessonplanet.com</p>

	<h2 style="text-align: center;">Stage Three: Evaluation</h2>
	<ul style="list-style-type: none"> ■ Evaluation <ul style="list-style-type: none"> - Encourages the teacher to consider, before the lesson, how to evaluate the students' learning. - This stage should not be difficult if the goal statement specified is complete and includes the evaluation statement. - Evaluation does not always have to involve paper and pencil testing. - The way you evaluate should reflect the way you teach!
